**NOTICING GOOD TEACHING REFLECTION #2**

**Classroom Snapshot: Comprehension Problem Solving**

After reading Chapter 2, revisit the Classroom Snapshot on p. 29-32. Consider the words, choices, and instructional practices that Emma, a third grade teacher, uses to build reading comprehension in her classroom. On the left side of the chart, identify/list instructional practices that Emma uses during her lesson -- these might be general teaching techniques, classroom management ideas, or ways of involving students. Do they work? Why or why not? On the right side of the chart, identify techniques Emma uses to focus her students’ attention on reading comprehension strategies? Do they work? Answer the last question at the bottom and on the back of this page. Be prepared to share and discuss your ideas in class next time.

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| **GENERAL INSTRUCTIONAL PRACTICES**  **Do they work? Why or why not?** | **What techniques does Emma use to FOCUS ATTENTION ON READING STRATEGIES?**  **Do they work? Why or why not?** |
|  |  |
| **What do Emma’s students think comprehension is? Why?**  **On the back, complete these three statements:**  **I believe reading is…**  **I believe it is best taught by….**  **I believe it is best measured by….** | |